

# **PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING**



Final Report

Programmatic Audit Site Visit

Conducted April 13-14, 2011



Idaho Charter School Network

Prepared by  
Idaho Charter School Network  
PO Box 1166  
Boise, ID 83701

# PALOUSE PRAIRIE SCHOOL OF EXPEDITIONARY LEARNING



**Address:** 1500 Levick Street, Moscow, Idaho 83843

**School Phone:**  
208-882-3684

**School website:**  
[www.palousePrairieSchool.org](http://www.palousePrairieSchool.org)

**Date School Opened:** September 2009

**Authorized by:** Idaho Public Charter School Commission

**Administrator:** Summer Clayton

**Programmatic Audit Site Visit Team:**

Diane Demarest, Executive Director, Idaho Charter School Network, Visit coordinator

Kelly Weaver, Teacher, Idaho Charter School Network Project Assistant

Alan Millar, Principal, Sandpoint Charter School

Barb Femreite, Business Manager, IDEA

# ADMINISTRATIVE SUMMARY

School Year represented by this data:	2010-2011	
<b>Enrollment</b>		
Range of grades offered:	K-6	
Students enrolled	103	
<b>Student demographics</b>		
Ethnicity:	Number	Percent
Caucasian	89	86.4%
Hispanic	1	1%
Black	0	0
Asian/Pacific Islander	1	1%
Multi-racial	12	11.7%
Native American	0	0
Other	0	0
<b>Total Number of Students enrolled:</b>	103	
	<b>Number</b>	<b>Percent</b>
Free and reduced lunch	32	31%
Students with IEP	6	5.8%
English Language Learners	0	0
Other special populations	0	0
<b>Staff Make Up:</b>	<b>Number</b>	
Head of School/ Principal	1	
Asst. to the Principal	0	
Business Mgr	1	
Certified teachers	6	

## INTRODUCTORY REMARKS

We submit this report to Palouse Prairie School of Expeditionary Learning (PSSEL) and the Idaho Charter School Network (ICSN) as a summary of our observations. We recognize that in our brief visit, covering two days, we were only able to see a cross-section of the school's full program. During this visit the team focused its attention on all four of the goals of the accountability plan. In all areas, the team endeavored to triangulate data from several sources to provide evidence of discrete performance indicators. The team focuses on validating the self-study conducted by the school and provide evidence of agreement or variance from the self-study.

We wish to express our gratitude to PSSEL for extending hospitality and openness to us during our visit. PSSEL provided the team with an array of organized documents and artifacts as evidence of their progress in the areas identified in the Accountability Plan. We commend the Principal Summer Clayton and her team for their attention to organization of all documents in preparation for this site visit. Additionally we would like to thank all members of the school community - students, parents and board members - who took an active role in the site visit by providing documentation, attending focus group discussions, inviting the team into their classrooms or providing interviews.

To validate the performance of PSSEL in all areas of school administration and performance relevant to the Accountability Plan, the site team conducted interviews and observations and reviewed school documents and records. The ICSN Accountability Plan for Idaho Public Charter Schools has four goals related to quality indicators for the operation of a charter school. PSSEL invited an outside team to the school to assess the school's performance on the four goals of the Accountability Plan; namely,

- 1) Governance and Administrative Obligation
- 2) Quality academic program,
- 3) Stakeholder support, involvement and satisfaction, and
- 4) Continuous school improvement.

Our general impression is that PSSEL successfully fulfills all governance and administrative obligations as provided in the state and federal law in fulfillment of their charter and in the execution of an Expeditionary Learning model. The team worked to validate the self-study provided by PSSEL and expresses the consensus of the team in the following documents. The stakeholders, including the board, parents, students and the school staff and leadership are very optimistic about the future of PSSEL. We found that Academic Program is the strongest area of performance for the school with a very impressive culture of continuous improvement. Our team is grateful for the opportunity to visit and we submit our report in a spirit of collegiality and in the quest for educational excellence.

## **Leadership Team at Pocatello Community Charter School:**

**PSSEL Dean of  
School:**

Summer Clayton

### **PSSEL Board of Directors:**

Ashley Ater Kranov, Chair (resigned 1/13/11)  
Nils Peterson, Vice Chair (Chair beginning 2/10/11)  
Joseph Erhard-Hudson, Member (Vice Chair beginning  
2/10/11)  
Crag Hill, Secretary (Resigned 3/3/11)  
Crystal Willock, Secretary  
Daniela Monk, Treasurer  
Lydia Stewart, Member (joined 4/14/11)  
Brant Miller, Member (joined 4/14/11)

# Palouse Prairie School of Expeditionary Learning

VISIT CONDUCTED April 13-14, 2011

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## EXECUTIVE SUMMARY

*The mission of Palouse Prairie School of Expeditionary Learning is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence toward excellence, a responsibility for learning, and an ethic of service.*

It is clear to the site team that Palouse Prairie School of Expeditionary Learning (PSSEL) is a school both committed to and actualizing its vision of *'providing an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.'* PSSEL is a school dedicated to parents and teachers working together for the betterment of students.

It was very evident to the site visit team that PSSEL is working to live fully into its mission. We summarize for PSSEL the following commendations:

*The board and administrator have lead the school to a strong second year. In year three they anticipate expansion to 7<sup>th</sup> and 8<sup>th</sup> grades and the growth of the enrollment by 30%. They have renovated additional space in their leased facility to accommodate more classes and enhanced indoor large meeting and physical education space. They also have continued to enhance their limited outdoor space to make it more efficient and support their mission. PPSEL exercises transparent and effective business management of the school and have begun fund raising efforts to contribute to the long term sustainability of the school. The academic program and culture are well developed for a second year school and the leadership continues to prioritize the expeditionary model of the school in all decision making. The school is meeting AYP and staff continues to explore additional ways to measure and track academic progress. All stakeholders are very satisfied with the school and communication is very strong. Much of the success of the school can be attributed to the outstanding leadership of the principal, Summer Clayton and the dedication of the board.*

Based on observations and research conducted over two and days, the team had an opportunity to learn a great deal about the school; however, the group is also keenly aware that such a visit, while informative, offers a limited view of the school's characteristics. The collection of this data provides the basis for the recommendations to the board and educational leaders that are summarized below:

*Following the spirit continuous reflection and improvement, complete the process of evaluation at all levels, the board and the leadership of the school; identifying measurable goals and outcomes. Follow up on board self evaluation/strengths assessment and consider a plan for board training and implementation. The sustainability of the school and its governance will be supported by the availability of a board handbook and the development of comprehensive policies and procedures for the school. Additionally, the team recommends that the board and leadership outline a process for creating a strategic plan to guide future growth.*

A team from Palouse Prairie completed the self-study for the school. The visit team gathered a variety of data to validate the school's self-study and offer the following commendations and recommendations. The team was unanimous in its optimism that PSSEL is well positioned to continue the important work of implementing its mission. We find that the school has provided functioning evidence of their

operations in all four of the goals of the Accountability Plan. There is evidence that school leaders and staff are constantly seeking more effective ways of implementing their school mission and realizing goals set forth in the school charter. Their vision, while an ambitious one, has strong support among their stakeholders. They have strong administrative and board leadership to realize this vision.



**Goal One: The charter school will fulfill all governance and administrative obligations as provided in state and federal law and in the school's charter.**

**Purpose/Intent of Goal:** Ensure that the charter is currently meeting all legal requirements including being aware of and abiding by current and relevant state and federal statutes, creating and maintaining an effective governance structure, filling required reports in a timely and accurate manner, maintaining a fiscally sound budget and practices, and providing strong administrative leadership for the school.

Six areas of governance were reviewed including: documents, relevant federal and state laws and procedures, governance structure, financials, administrative leadership and federal and state reporting and testing requirements. Overall PSSEL can be described as meeting the standard; however, a rating is assigned for each of the six areas of governance and administrative obligation so that strengths and opportunities are more readily discerned.

OBJECTIVES	SELF STUDY SCORE	TEAM SCORE	COMMENT
<b>a) School retains all legal documents pertaining to opening, operating, and reporting progress on the charter. These documents are accessible to or held by all people who would likely use them to perform their job duties.</b>			
1. Access to legal documents	3	3	<i>The charter maintains copies of all critical records; most are electronic and posted on the website.</i>
2. Personnel files	3	3	<i>Files are in order and secured. All teachers are highly qualified.</i>
3. School filing system for student data	3	3	<i>Student files are stored in locked, fire-proof cabinet and in good order.</i>

<b>b) School is aware of and in compliance with current relevant state and federal laws.</b>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter is knowledgeable about newly passed and existing legislation and state procedures	3	3	
2. Leadership has a reliable way to address legal obligations.	3	2.5	<i>Identify legal counsel that the board feels confident can provide comprehensive education law advice to the board.</i>

<b>c) School maintains effective governance structure.</b>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter has bylaws that include major obligations, procedures regarding governing structure, guidelines for elections, dismissals, and other changes in the governing structure	3	3	
2. School has a policy or procedure manual of their own or an adopted version from	3	2	<i>School anticipates adopting the ISBA policies. The team</i>

another district with waivers if necessary			<i>recommends that the board make this a high priority; set up a schedule for reviewing, adapting and adopting one section at a time throughout the year. School has critical student related policies in place and on line.</i>
3. Conflicts of interest policy in place.	3	2	<i>Include in board related policies and board handbook.</i>
4. Charter has strategic goals that align with the mission or vision of the school.	3	3	<i>Charter continues to serve as a strategic plan for the first few years of operation. Board is very strategic in their implementation of the charter.</i>
5. Governing Board of directors is well trained for their responsibilities.	3	3	<i>EL contract provide a good amount of board training. Additional board training is recommended especially for new board members.</i>
6. Roles of the administrator and the Board	3	3	<i>The board is growing from a founding board to a governing board. They have been active supporting the administrator in these early years of the school. They demonstrate healthy collaboration and role definition.</i>
7. Board conducts self-evaluations	2.5	2.5	<i>The board is very reflective though they do not use a formal self-evaluation. They had a practice of ongoing evaluation and feedback of their meetings.</i>
8. Board holds administrator accountable to its mission or vision.	3	3	<i>Great communication between administrator and board. Assessed by EL organization is useful. No formal eval of the administrator occurred this year.</i>
9. Board positions are systematically filled.	3	3	<i>Continuity has been provided by the board chair. Some turnover has occurred on the board. The school has robust community engagement and likelihood of attracting additional board members.</i>

<b>d) School is financially solvent and stable in the use of its resources</b>	<b><u>Self Study Score</u></b>	<b><u>Team Score</u></b>	<b><u>Comment</u></b>
1. School budget is comprehensive, balanced and adequate to support the mission of the school.	3	3	<i>Board and administrator well aware of finances and budget conservatively. Increased enrollment next year will increase sustainability.</i>
2. Enrollment is stable.	2.5	3	<i>Positive signs of increased enrollment and waiting list. Adding</i>

			<i>grades 7 and 8 next year.</i>
3. Financial Obligations (loans)	3	4	<i>The school has a small construction loan and is meeting their current financial obligations.</i>
4. Facility Plan: The school leases or owns a facility that meets the needs of their student body and program and is within their means.	3	3	<i>The current building meets the needs of the school and staff creatively uses all the space. They have adequate indoor space to expand but this will require some funds. Outdoor space is in short supply. Staff indicates that the school would benefit from kitchen, sound-proofing, testing classroom and more playground space.</i>
5. Management and reporting of the budget	3	3	<i>Part time business mgr is doing an adequate job with bookkeeping but is not thoroughly knowledgeable about school financing. The board reviews monthly reports. Much of the oversight and budgeting falls on the administrator whose plate is already very full. The school has consulted with knowledgeable school business professional.</i>
6. Active Fundraising Plan supports school operations and sustainability.	3	3	<i>Board has created a fund raising committee.</i>
7. Staff benefits (health insurance, increasing salaries to retain teachers, less discipline problems than public schools, workman's compensation, flexible instructional design, life insurance, etc.)	2	2	<i>Board would like to provide more competitive benefits package to teachers. Teachers are concerned about their compensation compared with Moscow schools. Also, teachers indicate high out-of-pocket expenses for classroom supplies.</i>
<b>e) School has strong administrative leadership</b>	<b><u>Self Study Score</u></b>	<b><u>Team Score</u></b>	<b><u>Comment</u></b>
1. The administrator is aware of and actively engaged in implementing the mission or vision of the school	4	4	<i>Robust professional development through Expeditionary Learning community. School invests considerable resources in their teachers.</i>
2. Administrator adequately allocates resources (time, money, materials, etc.) to achieve mission and goals of school.	4	4	<i>Administrator is very effective in allocating resources. More time available to dedicate to instructional leadership is high priority.</i>
3. Administrator is aware of areas that need improvement within the school and reports these needs to the Board along with strategies on how to fulfill these needs	4	4	<i>Administrator models continuous improvement and strategies to constantly enhance the implementation of the mission.</i>
4. Administrator is actively engaged in school-community relations that benefit	3.5	4	<i>Community learning program and relationship with many community</i>

the school			<i>partners evidence of her leadership and activities.</i>
5. Administrator shows strong leadership skills that connect the Board to the school and its staff.	4	4	<i>High levels of communication and openness to connecting board with staff and stakeholders.</i>
6. Administrator effectively evaluates school personnel	3.5	3	<i>System of evaluation connected to EL and Danielson framework is very robust. Need more time for feedback, follow up and discussion with staff.</i>

<b>g) School files all required state and federal reports and completes required state tests in a timely and accurate manner</b>	<b><u>Self Study Score</u></b>	<b><u>Team Score</u></b>	<b><u>Comment</u></b>
1. Compliance with Idaho State Department of Education reporting and testing dates	4	4	
2. Compliance regarding grants received	3.5	4	<i>Administrator is very aware of the specific requirements of grants. Encourages staff to help with grant writing to add more resources to classrooms.</i>
3. Accreditation	NA	NA	
4. Implementation of school improvement or strategic plan	See Goal 4	See Goal 4	
<b>Total Points</b>	91.5	91 Avg Score 3.1	<b>Percent Agreement: 99% 29 scored items</b>

The team found a 99% level of agreement between the self-study and the programmatic visit and an average score of 3.1 (Functioning Evidence) for the areas covered in Goal One. There are a number of recommendations by the team that may improve the performance of the school in the area of governance. Additionally, a more comprehensive self-evaluation by the entire board would be recommended in the next programmatic audit. PPSEL is commended for having several school personnel complete the self study. The board is very aware of the areas that need improvement and for a young school they have made commendable progress in implementing the mission outlined in their charter.

#### **Goal One Commendations:**

- The board has recruited new candidates to be seated on the board.
- The school has retained all legal documents. All student files are stored in a fireproof/locked cabinet in the main office.
- The board supports and values the expertise of the director.
- Board is working to create a well structured fund-raising plan.
- Held first lottery for the 2010-2011 school year and enrollment has grown
- Website has wealth of information for all stakeholders.
- Commendable fund balance for young school.

- Good internal controls for small school.
- Facility is not only adequate but isn't handicapping budget.
- Administrator, Summer Clayton, is clearly an active listener and creative problem solver working to support her staff. Considerations for salaries, benefits, professional development and planning time.

#### **Goal One Recommendations:**

- Clarify policy and transfer to handbook about consequences for poor attendance.
- Consider checklist for both student and staff files. Staff files could be more complete and organized.
- Board should follow up on plan to adopt ISBA policies and procedures.
- Consider developing a communications & grievance procedure and place in handbook.
- Plan for board training this year.
- Continue to develop process for evaluating principal.
- Develop safety procedures and supportive documents for classrooms for emergency situations.
- Continue to explore alternative bus transportation. Review attendance when there wasn't busing to see its impact.
- Continue to explore alternative benefits packages for staff. Modest salaries may be a problem for sustainability and retention.
- Review staffing funds for next year to adjust administrative/business support.
- Review options for bussing, insurance options and possible salary schedule revisions.
- Consider impact of pay for performance legislation on current salary schedule.

**Goal Two: The charter school will demonstrate a successful academic program.** Goal 2 includes the areas of school culture, curriculum & instruction, and assessment and reporting.

**INFRASTRUCTURE (School Culture):** The intent of this portion of Goal 2 is to ensure that the charter has proper infrastructure to enable students and staff to achieve educational goals.

- a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.
- b) School has clearly stated measurable program-related goals that reflect high expectations for students and staff; the academic program aligns with the charter document. Charter staff demonstrates reflective teaching practices

**Observations:** Based on teacher, parent and student interviews, and classroom observation episodes, it is apparent that the teachers and leadership of the school are working hard to implement the intentions

of the charter. PPSEL has a robust program and highly engaged teaching staff for a new school. Increasing community involvement with accompanying increases in enrollment for next year is very encouraging. Additionally, support and assessment from Expeditionary Learning Schools indicates that they are making considerable progress in implementing an EL model school.

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.</b>			
1. Facility adequacy	3	3	<i>Made additional renovations to large indoor spaces. Changed classrooms around to enlarge some spaces and make room for additional classrooms.</i>
2. Attendance requirements	4	3	<i>Rigorous requirements. Clarify consequences for poor attendance.</i>
3. School-wide academic plan	4	3	
4. Educational Goals	3.5	3	
5. Assessment of Progress	3	3	
6. Methods of Evaluation and Communication of Progress	3.5	4	<i>Wonderful displays of evidence of student learning. High commitment to quality products as evidence of and for learning.</i>
7. Professional Development	4	4	
8. School Safety	4	3	<i>Overall feeling of safety and culture of the school is one of safety. Need to work on evacuation and emergency plans for lock down, etc.</i>
9. School Climate/Culture	3.5	4	
10. Research-based Instructional Strategies	3	3	
11. School progress with Idaho State Achievement Standards	3	3	

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>b) Charter staff demonstrates reflective teaching practices</b>			
1. Curriculum: : Reading, Writing, Math, Science, History, Geography	3	3	
2. Evaluation: Teachers	3	2	
3. Teacher Collaboration	3.5	3.5	
<b>Total Points</b>	<b>48</b>	44.5 Avg Score 3.18	<b>Percent Agreement 93% 14 items</b>

**GOAL 2** represents a strong area for PSSEL in the programmatic audit. The team reached a 93% agreement with the school's self study and an average score of 3.18 (Functional Evidence) for this goal. Evidence of a strong academic program is underscored by meeting AYP, the addition of the Community Lead Learning program and outstanding documentation boards throughout the school. Strong EL practices observed consistently throughout the school. Students clearly engaged in robust and

accelerated learning. The Expeditionary School Implementation Review indicated that PPSEL is solidly moving forward in their EL practices. They reported that PPSEL is “Fantastic for first year school”. They need to continue to develop their active pedagogy. Administrator Summer Clayton was commended for her solid leadership.

The school has a computer lab centrally located for student access. Administration of ISAT tests was smooth. There are computers and hand-held iPads in the school but during our visit the team did not observe students using the technology for learning and reflecting. Students do use digital photography and other technology resources in the Community Lead Learning program. The team is confident that the teachers who demonstrate highly creative strategies for learning will find ample opportunities to integrate these resources in the context of their EL curriculum and model. Documentation of learning through picture is very actively used and technology provides many additional opportunities to document learning such as electronic portfolios. The team offers the following commendations to the school:

**Goal 2 Commendations:** The team would like to commend PSSEL in the following areas:

- Strong support for teachers’ professional development through EL school designer.
- EL implementation review is outstanding for culture and leadership.
- Progress on expeditions and their connection to community resources are very impressive.
- Development of Community Lead Learning is exciting and demonstrates high parent and community engagement; teacher planning time and new learning opportunities for students.
- Made AYP last year and including MAP assessment next year will enrich progress monitoring.
- Improvements in reading among Title I program students are noted.
- Culture and physical environment of the school is very pleasant and open. Improvements of outdoor and indoor play spaces add to opportunities for students.
- Strong teacher evaluation using Danielson framework.
- Classroom observations indicated high student engagement, positive culture and students engaged in many types of learning. Teachers frequent referencing of norms, design principals and learning expectations.
- Teachers have built wonderful classroom environments. Great evidence of student learning, design principals and learning targets.
- The school has developed the richness of the space even more than last year. High quality learning products in evidence – very commendable.
- PPSEL had provided EL training to Spanish teacher to increase the integration of that program.
- Teachers collaborated on alignment documents.

**Recommendations:** The team respectfully recommends to PSSEL:

- Continue robust documentation of learning and expeditions; consider integrating technology opportunities for students for learning and reflecting as well as documenting learning.
- Consider additional opportunities for teachers to be data informed; review ISAT results and IRI results with all teachers.
- Incorporate technology targets into foundational and problem solving skills.
- Follow through on plans for adding ‘specials’ teacher next year to increase teacher prep times.
- Create evacuation and lock down procedures and train all staff on procedures.

- Continue to explore communication with parents so that they fully understand the robust, high learning for students (GT).
- Consider opportunities to free up administrator more so that she can observe in classrooms and continue to support teachers in their development.
- Insure that special education teacher attends RTI professional development to thoroughly implement RTI in school and can articulate to parents how current RTI practices are different than pre-existing processes for special education.
- Quantify the value of professional development provided by the school to teachers so they recognize the investment as an added benefit. Consider plan for professional development if new teachers are hired especially when charter program grant is expired.
- Location of the special education room may not be ideal next to Spanish program that can be noisy.

### Goal Three: The charter school will show and plan for strong stakeholder support, involvement and satisfaction

Purpose/Intent of this Goal: Ensure the charter has stakeholders who are supportive, well informed and involved in the charter school. Stakeholders: def. Board, administration, teachers, students, parents, PTA, community

	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>The charter school will show and plan for strong stakeholder support, involvement, and satisfaction</b>			
1. Stakeholders participate and contribute to school mission	4	4	<i>High engagement in Community Lead Learning program. High parent engagement.</i>
2. Communication with stakeholders	4	4	<i>Website, newsletters and documentation boards in the building provide lots of communication.</i>
3. Stakeholder satisfaction and engagement.	2	2	<i>Consider how you might gather evidence of satisfaction. Data on engagement is available through sign in sheets. Might look at some data questions like percent of parents who are engaged.</i>
4. Plan for Improvement	2.5	3	<i>Many plans for continuous improvement were discussed by teachers, administration and board. No specific document exists but working with EL consultant continues to move school forward.</i>
<b>Total Scores</b>	12.5	13 Avg Score 3.25	<b>Percent Agreement: 100% 4 items</b>

**Goal Three** assesses stakeholder engagement and satisfaction. Overall we found that the stakeholders of PSSEL are very satisfied and engaged. The parents and the community are involved in a very exciting



way through the Community Lead Learning program in which the students can access exciting additional learning opportunities and the stakeholders contribute to the school in a very meaningful way. The level of agreement between the self-study and the visit for Goal 3 was 100% with an average score of 3.25. Gathering data of a variety of types can provide additional insight for the leadership in the feelings of their stakeholders. The use of an outside evaluator on this issue may be a consideration for the board.

Teachers are very committed to the school and to the EL model. They very much appreciate the professional development opportunities. They did express some dissatisfaction with the compensation package, especially those teachers who have many years of experience. Additional opportunities for discussion and shared leadership will support retention and satisfaction.

Parents reported that the website and newsletters are very useful; however, they also depend on a great deal of personal contact with teachers and the principal. They found the staff to be very open to all contact and very responsive.

**Commendations:** The team would like to commend PSSEL in the following areas:

- Parents in focus group were very positive and feel that the school is exceeding their expectations at this time – ‘love fest’.
- Great parent and community participation in the school especially formalized in the Community Lead Learning program.
- Terrific opportunities that you are creating for high quality products in the community.
- Great media coverage.
- Wonderful documentation boards throughout the school help parents and other visitors understand the program.

**Recommendations:** The team respectfully recommends to PSSEL that:

- Consider satisfaction surveys this year with specific issues you would like feedback on.
- Explore the possible impact of transportation change.
- Keep up community relationship building; may provide opportunities for additional board members or volunteers.
- Maximize opportunities to spread the word about your school – I.e. Your Earthworm book in the public library and preschools.
- Consider YouTube videos on your website and face book.
- Continue to dialogue with staff and continue efforts to support their practice.

<p><b>Goal Four: The charter school will plan for short and long term continuous improvement.</b></p>
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Purpose/Intent of this Goal: Ensure the charter clearly recognizes where growth is essential.

<b>The charter school will plan for short and long term continuous school improvement</b>	<b><u>Self Study Score</u></b>	<b><u>Team Score</u></b>	<b><u>Comment</u></b>
1. The school has a five-year <b><u>Strategic Plan</u></b> and actively uses it to direct its efforts and measure its progress.	3.5	3	<i>The school references several plans and an effort to bring those together and engage leadership and staff would be beneficial. The charter, the EL Implementation Plan and the work of the board all inform future directions.</i>
2. School leadership is reflective and uses data to drive improvement.	3	3	<i>The administrator uses data to inform decisions. She needs more time and opportunity to share with teachers.</i>
3. Continuous Improvement is planned, monitored and accomplished.	4	4	<i>The board and administration actively use reflection and continually assess their progress. Again, a document to guide continuous growth and self-evaluation will be helpful as the school matures.</i>
<b>Total Scores</b>	10.5	10 Avg Score 3.3	<b>Percent Agreement: 95%</b> <b>3 items</b>

GOAL 4 refers to the school's efforts for continuous improvement. The leadership and staff of PSSEL embrace continuous improvement as demonstrated by their implementation of reflective practices. We encourage the leadership of PSSEL to develop a comprehensive five to ten year strategic plan to guide their future development. This plan will contribute to strategic growth and sustainability of the school. While the team sees very good examples of this in action, we encourage the leadership to set goals and measure progress against those goals with clearly established indicators for performance. This is not a criticism of PSSEL but an opportunity. They have already done a commendable job in creating an EL school and implementing a positive culture, exciting professional learning community and engagement with stakeholders. We support and encourage their continued efforts in this direction.

**Goal 4: Commendations:** The team would like to commend PSSEL on the following:

- Culture of constant improvement is evident in the school.

- Ongoing professional development to reach exemplar EL school.
- Visioning for future enrollment and growth to continue growing the sustainability of school.
- Reflective practices at student and teacher levels.
- Plate to plaque is great strategy that documents continuous improvement of instructional practices.

**Recommendations:** The team respectfully recommends that PSSEL:

- Develop a comprehensive strategic plan with clear outcomes and measures. Document progress and reflect on it so that as board turns over, it remains a 5 - 10 year plan with continuity.
- Continue to monitor data related to all academic areas.
- Continue to monitor RTI and progress of students with special education needs.
- Continue to engage teachers in leadership roles to support the long term sustainability of the school.
- Support special education programs with additional networking and professional development.
- Plan for board development - it will have positive impact school-wide as governance continues to be strengthened.

Goal	Score Level of Agreement	Commendations	Recommendations
<b>1. Governance:</b> <i>The Charter School will fulfill all governance and administrative obligations as provided in state &amp; federal law and in the school's charters.</i>	99% Agreement  Average Score 3.1  Functioning Evidence	<ul style="list-style-type: none"> <li>The board has recruited new candidates to be seated on the board.</li> <li>The school has retained all legal documents. All student files are stored in a fireproof/locked cabinet in the main office.</li> <li>The board supports and values the expertise of the director.</li> <li>Board is working to create a well structured fund-raising plan.</li> <li>Held first lottery for the 2010-2011 school year and enrollment has grown</li> <li>Website has wealth of information for all stakeholders.</li> <li>Commendable fund balance for young school.</li> <li>Good internal controls for small school.</li> <li>Facility is not only adequate but isn't handicapping budget.</li> <li>Administrator, Summer Clayton, is clearly an active listener and creative problem solver working to support her staff. Considerations for salaries, benefits, professional development and planning time.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify policy and transfer to handbook about consequences for poor attendance.</li> <li>Consider checklist for both student and staff files. Staff files could be more complete and organized.</li> <li>Board should follow up on plan to adopt ISBA policies and procedures.</li> <li>Consider developing a communications &amp; grievance procedure and place in handbook.</li> <li>Plan for board training this year.</li> <li>Continue to develop process for evaluating principal.</li> <li>Develop safety procedures and supportive documents for classrooms for emergency situations.</li> <li>Continue to explore alternative bus transportation. Review attendance when there wasn't busing to see its impact.</li> <li>Continue to explore alternative benefits packages for staff. Modest salaries may be a problem for sustainability and retention.</li> <li>Review staffing funds for next year to adjust administrative/business support.</li> </ul>
<b>2. Academic Program:</b> <i>The charter school will demonstrate a successful academic program</i>	93% Agreement  Average Score 3.18	<ul style="list-style-type: none"> <li>Strong support for teachers' professional development through EL school designer.</li> <li>EL implementation review is outstanding for culture and leadership.</li> <li>Progress on expeditions and their connection to community resources are very impressive.</li> <li>Development of Community Lead Learning is</li> </ul>	<ul style="list-style-type: none"> <li>Continue robust documentation of learning and expeditions; consider integrating technology opportunities for students for learning and reflecting as well as documenting learning.</li> <li>Consider additional opportunities for teachers to be data informed; review ISAT results and IRI</li> </ul>

	Functioning Evidence	<p>exciting and demonstrates high parent and community engagement; teacher planning time and new learning opportunities for students.</p> <ul style="list-style-type: none"> <li>• Made AYP last year and including MAP assessment next year will enrich progress monitoring.</li> <li>• Improvements in reading among Title I program students are noted.</li> <li>• Culture and physical environment of the school is very pleasant and open. Improvements of outdoor and indoor play spaces add to opportunities for students.</li> <li>• Strong teacher evaluation using Danielson framework.</li> <li>• Classroom observations indicated high student engagement, positive culture and students engaged in many types of learning. Teachers frequent referencing of norms, design principals and learning expectations.</li> <li>• Teachers have built wonderful classroom environments. Great evidence of student learning, design principals and learning targets.</li> <li>• The school has developed the richness of the space even more than last year. High quality learning products in evidence – very commendable.</li> <li>• PPSEL had provided EL training to Spanish teacher to increase the integration of that program.</li> <li>• Teachers collaborated on alignment documents.</li> </ul>	<p>results with all teachers.</p> <ul style="list-style-type: none"> <li>• Incorporate technology targets into foundational and problem solving skills.</li> <li>• Follow through on plans for adding ‘specials’ teacher next year to increase teacher prep times.</li> <li>• Create evacuation and lock down procedures and train all staff on procedures.</li> <li>• Continue to explore communication with parents so that they fully understand the robust, high learning for students (GT).</li> <li>• Consider opportunities to free up administrator more so that she can observe in classrooms and continue to support teachers in their development</li> </ul>
3. <b>Stakeholder Support:</b> <i>The charter school will show and plan for strong stakeholder support, involvement and satisfaction</i>	100% Agreement  Average Score	<ul style="list-style-type: none"> <li>• Parents in focus group were very positive and feel that the school is exceeding their expectations at this time – ‘love fest’.</li> <li>• Great parent and community participation in</li> </ul>	<ul style="list-style-type: none"> <li>• Consider satisfaction surveys this year with specific issues you would like feedback on.</li> <li>• Explore the possible impact of transportation change.</li> <li>• Keep up community relationship building; may</li> </ul>

	3.25 Functioning Evidence	<p>the school especially formalized in the Community Lead Learning program.</p> <ul style="list-style-type: none"> <li>• Terrific opportunities that you are creating for high quality products in the community.</li> <li>• Great media coverage.</li> <li>• Wonderful documentation boards throughout the school help parents and other visitors understand the program.</li> </ul>	<p>provide opportunities for additional board members or volunteers.</p> <ul style="list-style-type: none"> <li>• Maximize opportunities to spread the word about your school – I.e. Your Earthworm book in the public library and preschools.</li> <li>• Consider You-tube videos on your website and face book.</li> <li>• Continue to dialogue with staff and continue efforts to support their practice.</li> </ul>
<p><b>4. Continuous Improvement:</b>  <i>The charter school will plan for short and long term continuous improvement.</i></p>	<p>95% Agreement</p> <p>Average Score 3.3</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> <li>• Culture of constant improvement is evident in the school.</li> <li>• Ongoing professional development to reach exemplar EL school.</li> <li>• Visioning for future enrollment and growth to continue growing the sustainability of school.</li> <li>• Reflective practices at student and teacher levels.</li> <li>• Plate to plaque is great strategy that documents continuous improvement of instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a comprehensive strategic plan with clear outcomes and measures. Document progress and reflect on it so that as board turns over, it remains a 5 - 10 year plan with continuity.</li> <li>• Continue to monitor data related to all academic areas.</li> <li>• Continue to monitor RTI and progress of students with special education needs.</li> <li>• Continue to engage teachers in leadership roles to support the long term sustainability of the school.</li> <li>• Support special education programs with additional networking and professional development.</li> <li>• Plan for board development - it will have positive impact school-wide as governance continues to be strengthened.</li> </ul>